Critical Democratic Citizenship

Cynthia Gordon, IARSLCE September 2012

**Knowledge, competencies, skills, or dispositions to *civically-engage for justice in a diverse and unequal democracy***

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| **Mission/Goal** | **Proposed Competencies** |
| Engage in a democracy | through *participation* and *dialogue* |
| …that is diverse | through *openness to multiple perspectives* and *controversy with civility* |
| …and work towards justice | with a *justice-orientation* |
| …and right inequality | with *active* and *structural thinking* |

1. **What did you think of the competencies Gordon presented for civically-engaging for justice in a diverse and unequal democracy?**

* Civility is too passive and not controversial, maybe cultural competency instead
* Fabulous overall. Need separate category for dialogue and deliberation (see Young, 1990)
* The model and components seem relevant and thorough. Appreciated the depth of critical analysis (e.g. focus on race, Congress, demographics)
* Justice umbrella is spot on. Process (participation and dialogue) is critical
* Comprehensive, but difficult to assess and students
* Right on the mark! I wonder how it would seem to a person who doesn’t embrace values of democracy… issues of capitalism as the political system

1. **Were there any competencies presented that you believe are unnecessary or redundant?**

No responses

1. **What knowledge, competencies, skills, or dispositions are missing from this theory of *critical democratic citizenship*?**

* Embrace tension. But don’t miss it.
* Developing a thick skin in the context of “controversy with civility”
* Self-awareness; Reflecting on multiple perspectives; Socialization
* Other disciplinary training, major/course specifics, vocabulary, methods, professional development
* Need to get students to think about why inequality is bad in the first place, many don’t think so

1. **In your current program/course or a program/course in which you have participated, what were your student civic learning outcomes?**

* Similar commitments around critical engagement and analysis
* Similar

1. **Therefore, what knowledge, competencies, skills, or dispositions do you believe are necessary to *civically-engage for justice in a diverse and unequal democracy?***

* Rather than “cultural competency,” I strive to foster in my students “cultural humility” (Lund), so not mastering working with the “other,” but asking, “what can I learn from the other?”